

# *Penn Cambria School District Comprehensive Local Literacy Plan*

## **Table of Contents**

<i>Section I: Literacy Plan Team .....</i>	<i>2</i>
<i>Section II: Mission and Vision Statements.....</i>	<i>3</i>
<i>Section III: Guiding Principles .....</i>	<i>4</i>
<i>Section IV: Needs Assessment Review.....</i>	<i>8</i>
<i>Section V: Setting and Prioritizing Goals.....</i>	<i>17</i>
<i>Section VI: Dissemination of Plan.....</i>	<i>19</i>
<i>Section VII: Assessing and Reporting Progress.....</i>	<i>20</i>
<i>Action Plans Are Located In the Appendix</i>	

## **Date**

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## **Lead Writers and Acknowledgements**

*Lead writers include: Jeanette Black, Director of Curriculum and Instruction / Technology Coach and Mandie Manning, Keystones to Opportunity Project Manager / Data Liaison.*

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**Section I: Literacy Plan Team**

NAME	ROLE(S)
Mr. Jeff Baird	Middle School Principal, Math Teacher
Mrs. Kim Baker	Elementary Teacher
Mrs. Jeanette Black	Director of Curriculum & Instruction, Technology Coach, Pre-K Counts and Title 1 Program Director, Library Media Specialist
Mrs. Lisa Brown	Elementary Teacher, Parent
Ms. Karen Bryan	Middle School Language Arts Teacher, Elementary Teacher
Ms. Jenna Carland	Elementary Teacher, Special Education Teacher
Mrs. Carrie Conrad	Special Education Director, Special Education Teacher, Reading Specialist
Mr. Bill Delaney	High School Business, Computer and Information Technology Teacher
Mrs. Cristian Evans	Middle School Social Studies Teacher, Pre-School Parent
Mrs. Angela Gibbons	Keystones to Opportunity Instructional Coach, Elementary Teacher, Parent
Mr. Dane Harrold	High School Assistant Principal, Special Education Teacher
Mrs. Lauren Kudlawiec	High School Family and Consumer Science Teacher, Social Studies Teacher, High School Pre-School Program
Ms. Mandie Manning	Keystones to Opportunity Data Liaison, Project Manager, Spanish Teacher, ESL Program Specialist, Parent
Mr. William Marshall	High School Principal, Science Teacher
Mrs. Cynthia Pacifico	Elementary Principal, Elementary Teacher
Mrs. Stephanie Rossman	High School Math Teacher
Ms. Lois Schultz	Nurse-Family Partnership, Birth – Age 3 Representative
Mrs. Patricia Tarwater	Pre-K Counts Teacher, Special Education Teacher
Mrs. Valarie Tranquillo	Middle School Language Arts Teacher
Mrs. Sandra Warner	Title 1 Reading Specialist, Middle School Language Arts Teacher
Mrs. Jessica Wyland	Special Education (Autistic Support), Parent
Mrs. Maria Zelenski	Elementary Teacher (Kindergarten), Parent

## **Section II: Mission and Vision Statements**

### **Penn Cambria School District Mission Statement**

*Penn Cambria School District will prepare productive citizens in a safe and positive environment that promotes excellence in academics, the arts, and athletics.*

### **Penn Cambria School District Vision Statement**

*Penn Cambria School District shall deliver the highest standards of teaching to ensure student proficiency and achievement for all students.*

### **Penn Cambria Literacy Mission Statement**

*In order to prepare students to be productive citizens, Penn Cambria School District must provide students with the varied literacy skills needed to thrive, not only in academics but also in all aspects of their lives.*

### **Penn Cambria Literacy Vision Statement**

*The Penn Cambria School District literacy plan will provide direction and guidance for literacy efforts encompassing birth through grade 12 within the school district and community. The plan will include a description of current district literacy initiatives, an analysis of strengths and weaknesses, as well as goals and specific action plans for the future of literacy efforts at Penn Cambria.*

*The Penn Cambria Literacy Mission and Vision Statements clearly compliment the district mission and vision. In order to be productive citizens in the 21st century, students need comprehensive literacy skills and the ability to communicate effectively through reading, writing, speaking and listening. The mission statement references varied literacy skills to communicate that literacy includes not only reading, but also other important communication and information literacy skills necessary for citizens today and in the future. These skills are needed not only in preparing students to be college and career ready, but also to prepare them for life as a member of a democratic community.*

*Several current literacy initiatives are already in place to support this mission. The district provides a pre-school program for four year olds through the state PA Pre-K Counts program and uses the PA Early Learning Standards as a framework for literacy. In addition, the high school Family and Consumer Science program also provides a pre-school experience for 3-5 year olds. The use of a research-based core reading program at the elementary level provides a framework and consistency for curriculum. In addition, reading interventions are provided for struggling readers at the elementary level. In grades 5-8, a wide-spread culture of reading has been created and sustained through the use of the Accelerated Reader system and a vibrant, active library media center. At the secondary level, the English Language Arts curriculum has been recently revised and is consistently implemented. Information literacy is a focus in both the library and the technology/computer curriculum at the secondary level.*

*Penn Cambria will use the literacy plan process to ensure that the highest standards of teaching are provided and that all students obtain proficient literacy skills.*

### Section III: Guiding Principles

- 1) Literacy is a critical foundation for all learning and serves as a “keystone” for opportunity and success. The Standards for literacy must promote high level learning for all students to ensure that they are prepared to meet the challenges of the 21<sup>st</sup> Century. Because literacy is an important skill in itself and serves as a tool for learning, it is essential at all levels (birth – Grade 12). Moreover, to enhance literacy learning of students, there must be shared responsibility of educators, parents and caretakers, and the broader community.

*At Penn Cambria School District, we believe being truly literate includes not only comprehending but also the ability to use higher order thinking skills including analyzing, conveying, synthesizing, and evaluating information. Since literacy begins at birth and continues throughout life, we must lay a solid foundation, incorporating the building blocks of literacy, and then reinforce and build upon this foundation at all subsequent levels of learning and in all content areas.*

*Increased collaboration with all stakeholders, including families, will help lay this foundation first by focusing on the importance of speaking, modeling writing, and reading aloud with young children. Currently, teachers at all levels encourage general practices such as “promoting reading” at home. Weekly parent newsletters are used in the elementary. During parent nights, families are provided with information and literature outlining “how to help at home”. However, these materials and strategies are not consistent across the district and are not systematically chosen with a clear objective or focus in mind. In addition, these materials may not always contain clear and specific explanations as to why this is important or exactly what it may look or sound like.*

*The literacy curriculum must include a focus on both task-based and skill-based instruction to best prepare students for the authentic literacy tasks faced in adulthood. The PA Common Core Standards heavily emphasize the importance of non-fiction reading to prepare students for college and career. Specific strategies for reading non-fiction must be explicitly taught.*

*The What Works Clearinghouse Practice Guides addressing improving adolescent literacy, improving comprehension in grades K-3, and assisting struggling readers in the primary grades all include specific recommendations for explicit comprehension strategy instruction. While it is important for teachers to be unique individuals and provide instruction that is varied to meet the needs of students, there must also be a consistent, effective literacy curriculum implemented in all classrooms across all grade levels in order to ensure that all students are able to meet the rigorous PA Common Core standards in English Language Arts. Currently, this is identified as an area of need due to the implementation of the Pennsylvania Common Core.*

*In addition, there is a need for discipline specific literacy strategies with a focus on using literacy to learn content. With rapidly evolving communication and technology, the specific skills needed to be productive citizens of the future may be a bit unclear. However, students will still be asked to communicate effectively in speaking and writing as well as to read new information (digital or otherwise) to learn. Learning throughout a life time continues and is often a direct result of individual reading of content. Therefore, all teachers have a responsibility to strengthen the content-specific literacy skills of their students and there must an expectation that all classrooms will incorporate literacy to learn. Content area teachers have been working to include more literacy based strategies. However, many lack the knowledge and training to do this effectively. It is also imperative that all teachers are provided with professional development and support so that effective literacy strategies are implemented district-wide.*

- 2) Student learning, motivation, and access to education opportunities are increased when linguistic, cultural, and personal experiences are valued, understood, represented in the curriculum and classroom practice, and used to help students make connections between what they know and what they are learning. Multiple perspectives and experiences provide opportunities for students to learn about their own as well as the culture of others.

*At Penn Cambria School District, demographic data shows that we represent a rather ethnically homogenous population, with a very small (less than 1%) population of ELL's. However, our students do bring a wide range of personal experiences and backgrounds with them into the classroom. Significant socio-economic differences exist with approximately 40% of students qualifying as economically disadvantaged. In addition, there are a wide variety of family structures represented within the district. Knowing that experiences and opportunities outside of school vary widely for our students, it becomes imperative for the school to emphasize creating a culture of reading and helping students see themselves as readers. Emphasizing student engagement, focusing on vocabulary development, and helping students develop academic resiliency are three specific ways in which this culture of reading can be fostered.*

*Current practices related to this guiding principle include:*

- Providing access to high quality reading materials in school libraries and classrooms to help "level the playing field" for students from homes that are not "literacy rich".*
- Classroom environments across the district that are positive and respectful.*
- Making authentic connections between student experiences and curricular content/reading materials.*

*The lack of significant ethnic diversity does create a challenge in preparing students to actively participate in a global culture. Global awareness is an important component of literacy and needs to continuously be fostered. Students must read from a wide range of fiction and non-fiction that represents various cultures and perspectives to help develop a better global awareness. Technology serves as an important tool to this end as it enables us to overcome geographic and cultural isolation by allowing our students to interact with and experience the larger world around us. Students are able to experience the world outside their community using writing, photographs, video, real-time collaboration, and other experiences made possible through the use of rapidly evolving technology.*

- 3) There must be high expectations for all learners and a belief that all are capable of gaining literacy skills that enable them to be successful as adults. Instruction must address the full range of learners, must be differentiated to meet each child's needs, and requires a well-integrated system connecting general, compensatory, gifted, and special education.*

*At Penn Cambria School District, we believe that all students can learn and that all must demonstrate literacy skills that will enable them to be productive citizens. To accomplish this, we must provide a well-designed, cohesive system of instruction that is varied to meet the needs of each child.*

*A majority of students participate fully in the core curriculum. We are currently working to even further increase the percentage of students with special needs included in the regular curriculum. All students receive standards-based instruction across all classrooms with the goal of grade level performance by all. The curriculum for students with special needs is also designed with a focus on high expectations. IEP goals are standards based and focus heavily on literacy skills necessary in adulthood. For students with special needs (including both gifted and special education), accommodations, modifications, and assistive technology are used as appropriate.*

*While some differentiation occurs within classrooms, there is a need for more consistent, systematic implementation of differentiated instruction strategies across the district. A wide variety of literacy materials, including various genres, formats and levels of text complexity, must be available and used both to teach reading and to use literacy skills to learn content in various subject areas. Differentiation in terms of reading instruction must be expanded to include not just small group instruction and varying activities in a "learning centers" type of classroom set up, but must be expanded to include adjusting the content planned for large group instruction, varying instructional delivery, carefully planning scaffolding of*

*instruction, adjusting time, and selecting varying materials based on student data and assessment results. These dimensions are not all differentiated in any given lesson or at any given time, but instead are woven together to create a cohesive continuum of differentiation that meets a broad range of student needs. Appropriate literacy instruction to meet the needs of gifted and talented students must also be planned and provided.*

*There is a progressive system of instructional supports available at the elementary level including classroom interventions, an IST process, Title 1 pull-out services and special education services. Aside from comprehensive special education services, instructional supports are much more limited at the middle and high school level and this has been identified as an area of need.*

- 4) Evidence-based decision making must be at the heart of all instructional decisions related to literacy development.

*At Penn Cambria School District, educational decisions must be made based on evidence and data as opposed to just tradition and assumptions. While many traditional educational decisions are effective and should continue, it is imperative that evidence associated with student achievement be used as the deciding factor in these decisions.*

*Inside the classroom, the use of data is varied with some teachers using data extensively in planning instructional strategies. Others use tradition, past practice, what worked for the teacher in the past, or core beliefs such as beliefs about the importance of responsibility, hard work, and persistence to guide professional practice. Instead of throwing out these practices, it is time to gather and analyze evidence as reflective educators with regards to these practices to determine their effectiveness.*

*At the elementary level, common grade level classroom summative literacy assessments have been in place for many years. We are starting to standardize classroom assessments to measure student progress and the impact of intervention strategies at the middle school level. The district has been using several benchmark literacy assessments including 4Sight and AIMSWeb. However, more detailed diagnostic assessments remain an area of need. In addition, the widespread use of formative assessment strategies to adjust instruction is an area identified for continued growth to ensure evidence based decision making is used on a daily basis across all classrooms.*

*A comprehensive system of assessments is necessary to ensure educational decisions are based on multiple measures of student data and not just the results of one standardized test. The assessment plan must include benchmark assessments, such as 4Sight or AIMSWeb, to measure student progress towards meeting grade-level standards. Diagnostic assessments, such as the CDT assessments currently available for middle school and high school, will provide specific information about areas of strength and weakness so intervention can be targeted for maximum effectiveness. The GRADE assessment is currently being used with grades 5,6, 9 and 10 as a diagnostic reading assessment. Formative assessments in the classroom allow teachers to continually monitor and adjust instructional practices and summative assessments are used to determine student achievement and the effectiveness of instruction after a defined period of instruction.*

- 5) Educators must be prepared to teach effectively in the schools of the 21<sup>st</sup> Century and be provided with continuing professional development support that enables them to be lifelong learners.

*Research by Joyce and Showers shows that job embedded learning is more effective than one day professional development sessions held in a large group setting. To this end, the district Professional Development Committee has been working to make adjustments to our existing professional development plan to better meet the needs of teachers as learners.*

*Current practices related to this guiding principle include the use of instructional coaching and weekly team meetings focused on improving professional practice and data analysis for Keystones to Opportunity target group teachers at the middle and high schools, co-teaching to model instruction for response to text tasks, a sustained focus on improving vocabulary instruction in the content areas at the secondary level and a sustained focus on building a common knowledge base through the use of LETRS modules at the elementary level. The PA Institute for Instructional Coaching (PIIC) is being used to provide quality professional development for the KtO instructional coach. Small numbers of secondary teachers are also participating in coursework provided by the Penn Literacy Network (PLN) and then sharing strategies with fellow educators using modeling and sharing opportunities provided by team meetings and/or district in-service time. The district hopes to continue sending additional faculty members through this coursework in upcoming years. In addition, collaborative professional development focused on curriculum revision and the development of common shared assessment is occurring at the third and fourth grade level. District and school level administrators take part in professional development activities alongside faculty members.*

*Additional follow up and support to implement, reflect upon, and evaluate new learning is necessary. This mantra includes a focus on “half as much content with twice as much follow up” for sessions. Instructional coaching, including weekly small group meetings, have begun for Keystones to Opportunity target group teachers with excellent results based on teacher feedback and feedback from building principals regarding classroom observations.*

*Teacher professional development often fails to take into account the research-based recommendations from adult learning theory and instead relies on the belief that teachers, as educators, will just want to learn whatever it is that is being presented and can learn it in any manner in which it is presented. Teachers are busy professionals with a complex task facing them every day. It is imperative that professional development be relevant and have a clear, direct, practical application that will help them solve problems or challenges they encounter or help them do their jobs better. Simply providing theory and telling teachers that they will need to “know this in the future” is not effective.*

*It is also important to consider the varying professional development needs of both new and experienced teachers, especially with regards to literacy initiatives, skills and backgrounds. Many effective instructional strategies must be implemented with a degree of fidelity that requires follow up, reflection and refinement of professional practice.*

*It is equally important that school leadership, including building principals and central office administration at Penn Cambria take part in professional development with the teachers. This is important at all grade levels so that the building administrator gains literacy knowledge and can act as an effective literacy leader who supports, and not contradicts, what teachers are learning.*

## Section IV: Needs Assessment Review

### Standards and Curriculum

- The current written curriculum needs revision. An up-to-date accurate PA Common Core standards aligned curriculum, including scope and sequence for all grade levels, must be developed.
- While a common literacy framework is in place birth-Grade 4, there is not a common framework at the secondary level.
- A research-based, core literacy curriculum is in place birth-Grade 4, but not at grades 5 through 12. However, this curriculum is more than ten years old and is not specifically aligned to assessment anchors or the PA Common Core. Changes that will impact the fidelity of the program are necessary to meet the literacy needs of students today.
- Reading, writing, speaking and listening are systematically integrated across disciplines in the elementary. However, this is just emerging at the middle and high school levels.
- There is not a comprehensive scope and sequence for writing instruction at all grade levels currently in place.

The curriculum must be updated and revised to align to the Pennsylvania Common Core Standards. Analysis of current written and enacted curriculum shows that the current curriculum for writing is especially weak. In addition to a revised written curriculum, a teacher and family friendly scope and sequence for birth-Grade 12 needs to be developed and used as an instructional roadmap. This scope and sequence will provide a horizontal and vertical articulation of literacy skills and content and serve as the structure for literacy initiatives and improvements. The curriculum needs to specifically address not only reading, but also writing, speaking and listening. These curriculum revisions will address all students to be sure all have access to a rigorous, standards aligned curriculum.

Standards & Curriculum	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
<b>Birth – Age 5</b>	X		Using Data for Literacy Decision Making	PA Early Learning Standards
<b>K-5<sup>th</sup> grade</b>	X		Using Data for Literacy Decision Making	PA Common Core Standards implementation resources on SAS / WWC Practice Guides: Improving Reading Comprehension in K-3 <sup>rd</sup> Grade / Teaching Elementary School Students to Be Effective Writers
<b>6<sup>th</sup>-8<sup>th</sup> grade</b>		X	Using Data for Literacy Decision Making Reading Apprenticeship	PA Common Core Standards implementation resources on SAS / WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices / Morton Botel's The Plainer Truths
<b>9<sup>th</sup>-12<sup>th</sup> grade</b>		X	Using Data for Literacy Decision Making Reading Apprenticeship	PA Common Core Standards implementation resources on SAS / WWC Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices / Morton Botel's The Plainer Truths



## Assessment

- A district literacy assessment plan, including a calendar, which includes purposes, measures, schedules and targeted students needs to be developed and shared birth-Grade 12 for all stakeholders.
- Valid and reliable Benchmark and Diagnostic assessments are used in the majority of grade levels.
- Data from these assessments is readily available to teachers but not in one central location.
- Data is routinely analyzed and reviewed, but is not consistently used to make necessary adjustments to instructional programs.
- The district currently has a part-time data liaison specifically for the Keystones to Opportunity grant. District administration assumes other data leadership responsibilities.
- Various benchmark and diagnostic assessments, along with state assessments, are given in a standardized manner across students, classes and schools. Some grade levels have "data gaps" due to changing nature of state assessments (ex: transition to high school Keystone assessments).
- Use of formative assessment process in all classrooms is needed.
- An assessment that provides a comprehensive evaluation of all essential elements of literacy instruction is not in place for grades K-2.

Components of a data-driven culture are in place within the district. While data is regularly reviewed and analyzed, the data is not always used to make necessary changes to instructional practice. The available data doesn't always provide the information necessary for a given situation. Multiple measures of data need to be considered in making educational decisions. Job-embedded professional development in the creation and use of formative and summative classroom assessments, the use of data to drive instruction, and the use of data to evaluate instructional practice is needed.

### District Current Literacy Assessments – 2012-2013 School Year

Assessment	Targeted Students	Frequency/Time	Purposes/Measures
PSSA Reading	Grades 3-8	April 2013 / Once per year	Summative – Measures student reading proficiency in relation to PA Assessment Anchors
PSSA Writing	Grades 5 and 8	March 2013 / Once per year	Summative – Measures student writing proficiency in relation to PA Assessment Anchors
4Sight Reading	Grades 3-8	2 times per year (September and January) Grades 3-4 also assess in November May assessment is available as well	Benchmark Assessment – Measures student predicted proficiency on PSSA Reading Assessment
GRADE	Grades 5-6 and 9-10	3 times per year (September, January, May)	Diagnostic Assessment – Vocabulary, Reading Comprehension, Listening Comprehension
AIMSweb	Grades K-1	3 times per year (Fall, Winter and Spring)	Kindergarten test of early literacy skills (letter naming, letter sound, phoneme segmentation and nonsense word fluency) Grade 1 – Early literacy skills and fluency
Ages and Stages	Pre-K Counts	Once per year	Diagnostic Screener- Early childhood development

<i>Work Sampling</i>	<i>Pre-K Counts</i>	<i>3 times per year (Fall, Winter and Spring)</i>	<i>Observational Assessment – Measures student development in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health.</i>
<i>Classroom Assessments</i>	<i>K-12</i>	<i>Varies</i>	<i>Curriculum based formative and summative assessments</i>

<i>Assessments</i>	<i>In Place</i>	<i>Not In Place</i>	<i>KtO Content Area Modules that would assist</i>	<i>Other Professional Development / Resources that would assist</i>
<b><i>Birth – Age 5</i></b>	<b><i>X</i></b>		<b><i>Using Data for Literacy Decision Making</i></b>	<b><i>Bernhardt’s Data Analysis model / OCDEL resources</i></b>
<b><i>K-5<sup>th</sup> grade</i></b>	<b><i>X</i></b>		<b><i>Using Data for Literacy Decision Making</i></b>	<b><i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i></b>
<b><i>6<sup>th</sup>-8<sup>th</sup> grade</i></b>	<b><i>X</i></b>		<b><i>Using Data for Literacy Decision Making</i></b>	<b><i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i></b>
<b><i>9<sup>th</sup>-12<sup>th</sup> grade</i></b>	<b><i>X</i></b>		<b><i>Using Data for Literacy Decision Making</i></b>	<b><i>WWC Practice Guide: Using Student Achievement Data to Support Instructional Decision-Making / Bernhardt’s Data Analysis model</i></b>

## Instruction

- Adequate blocks of time are devoted to literacy instruction K-12.
- The use of small group, teacher directed literacy instruction is not widespread.
- An intervention system for struggling readers is in place at the elementary level, but not in grades 7-12.
- Use of effective literacy-based instructional strategies across all classrooms, especially content area classrooms is not widespread and must be developed to meet the needs of our students.
- Teachers and administrators need additional professional development to recognize and institute research-based effective literacy instruction at all grade levels.
- Writing, speaking, and listening are not adequately or systematically addressed in the current language arts curriculum and in assessments across all grade levels.
- Data is not being widely used to evaluate the effectiveness of instructional practices.
- There is not a district adopted evidence-based literacy program used with consistency and fidelity in grades 5-12.

Teachers are willing to provide literacy connected instruction across grade-levels and content areas but don't have a common framework, foundation, or understanding of how to consistently and effectively provide this instruction, especially in secondary content areas. All teachers need to know and use effective, research-based literacy instructional strategies. Small group teacher team meetings at the middle and high school, instituted during the 2012-2013 school year with Keystones to Opportunity target group teachers, are beginning to provide this framework and build a common understanding. Administrators are also participating in literacy team meetings and baseline professional development during 2012-2013.

An intervention for struggling readers at the secondary level remains an area of great need. Small group intensive literacy instruction is not provided after grade 6. Grade 9 targeted intervention is generally offered for one quarter, based on PSSA scores and the SRA Read to Achieve program is used with these students.

Secondary building principals express a desire to be well-versed in effective literacy instruction as they do not feel like experts in this area. Our data shows that the current special education literacy curriculum (SRA Corrective Reading) is not tightly-aligned to state assessments.

Instruction	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
Birth – Age 5	X		Building Blocks of Literacy	LETRS
K-5 <sup>th</sup> grade	X		Building Blocks of Literacy	Penn Literacy Network / LETRS / Instructional Coaching / What Works Clearinghouse practice guides for improving reading comprehension and assisting students struggling to read

<b>6<sup>th</sup>-8<sup>th</sup> grade</b>	<b>X</b>	<b>Building Blocks of Literacy</b>	<b>Penn Literacy Network / Instructional Coaching / What Works Clearinghouse practice guide focused on improving adolescent literacy</b>
<b>9<sup>th</sup>-12<sup>th</sup> grade</b>	<b>X</b>	<b>Reading Apprenticeship, Literacy Design Collaborative</b>	<b>Penn Literacy Network / Instructional Coaching/ What Works Clearinghouse practice guide focused on improving adolescent literacy</b>

### *Professional Learning and Practice*

- *Literacy based professional learning has taken place. However, until this year no cohesive plan to address all aspects of literacy at all age levels from birth-grade 12 has existed. In addition, not all professional staff have been included or taken part in the literacy based professional learning that has taken place.*
- *There are significant gaps in professional knowledge among district educators due to a lack of coherent literacy based professional development for all levels, especially at the secondary level.*
- *Administrators do attend and participate in professional development sessions.*
- *Initiatives are not always sustained with continuing professional development and support across years.*
- *Classroom implementation of professional learning is inconsistent and we lack data to provide a true picture of implementation. We have no systematic evidence to show if new learning is implemented across all classrooms or successfully impacting student achievement.*
- *During the 2012-2013 school year, several steps have been made to include more follow up, support and monitoring of professional learning. These steps include planned monthly topic-based professional discussions led by the building principal, the continuation of grade level meetings at the elementary level, the introduction of small group weekly KtO teacher meetings focused on professional learning, follow up and data for the KtO target group teachers at the middle and high school and the use of instructional coaching for KtO target group teachers. In addition, a district literacy team has been formed and meets regularly to help guide and provide focus on effective literacy practices.*
- *Adult learners need more authentic, useful professional development, more specific strategies and more modeling.*

*As a district, we need to pay more significant attention and give priority to the tenets of adult learning theory when planning educator professional development. Of significant note are the following points. Adult learners have a deep need to be self-directed and will resist if they feel their own competence is being called into question. Adult learners have an important need to feel the learning is realistic and directly relevant to their day-to-day activities. Adult learners need to participate in concrete experiences and in small group activities to move to application, analysis and synthesis of new*

learning. This will provide opportunities for reflection, follow up and support as we recognize, respect and take advantage of the varying competencies and experiences of the educators participating in the professional development. Transfer of adult learning to practice must be facilitated using instructional coaching and other follow-up support.

However, the topics of such professional development must be based on sound educational research and focus on effective instructional strategies for helping students develop literacy skills and for using literacy to learn in the content areas. Implementation must be supported, but must also be a non-negotiable expectation across classrooms.

<i>Professional Learning and Practice</i>	<i>In Place</i>	<i>Not In Place</i>	<i>KtO Content Area Modules that would assist</i>	<i>Other Professional Development / Resources that would assist</i>
<b>Birth – Age 5</b>	X		All modules are Literacy PD	LETRS - OCDEL
<b>K-5<sup>th</sup> grade</b>	X		All modules are Literacy PD	LETRS – What Works Clearinghouse Practice Guides containing specific recommendations for classrooms, Instructional Coaching
<b>6<sup>th</sup>-8<sup>th</sup> grade</b>		X	All modules are Literacy PD	What Works Clearing House Practice Guides containing specific recommendations for classrooms – PA Institute for Instructional Coaching and the Penn Literacy Network
<b>9<sup>th</sup>-12<sup>th</sup> grade</b>		X	All modules are Literacy PD	What Works Clearing House Practice Guides containing specific recommendations for classrooms – PA Institute for Instructional Coaching and the Penn Literacy Network

## *Literacy Leadership, Goals, and Sustainability*

- *Secondary principals do not feel confident in their ability to provide literacy-specific leadership. They feel they lack specific content knowledge related to literacy.*
- *Administrators are anxious to support and encourage the effective use of literacy in content areas.*
- *Avoiding fads and fluff is sometimes a challenge as claims of improved student achievement or standards alignment and clever marketing can be rather overwhelming when searching for appropriate materials and programs.*
- *Appalachia Intermediate Unit 8 is used to provide professional development and some literacy leadership at the elementary level.*
- *District Literacy Achievement Goals are not well articulated to the general public. We don't clearly articulate or share what we want kids should know and be able to do at each grade level.*
- *Literacy needs to be kept "front and center" throughout the district. Literacy is a focus at the elementary level. However, all components of literacy, and not just skills found on state reading assessments need to be areas of focus.*
- *A widespread culture of independent reading exists at the middle school, in part due to the building-wide implementation of Accelerated Reader and a building collection of highly engaging, varied reading materials found in the library and classrooms. This culture of reading is isolated to that building.*
- *A District literacy team has been formed and is providing for district literacy leadership, goal setting and action planning beginning in the 2012-2013 school year with wide variety of representatives from across the district.*
- *An instructional coach is providing literacy leadership at the middle school and high school level beginning in the 2012-2013 school year.*

*There is a need for a clear, cohesive articulation of literacy goals and then the leadership needed to implement and sustain these goals. First, both administrative and teacher leadership is needed to identify and articulate appropriate literacy goals. A clearly defined scope and sequence that shows what students should know and be able to do at each grade level would provide the focused goals. Once the goals are clearly articulated, then both administrative and teacher leadership is needed to develop an action plan that includes communication of goals, professional learning and support needed to accomplish goals and a plan to evaluate the success of the action plan. This type of structure will provide sustainability.*

<i>Literacy Leadership, Goals and Sustainability</i>	<i>In Place</i>	<i>Not In Place</i>	<i>KtO Content Area Modules that would assist</i>	<i>Other Professional Development / Resources that would assist</i>
<b><i>Birth – Age 5</i></b>	<b><i>X</i></b>		<i>Using Data for Literacy Decision Making</i>	<i>OCDEL guidelines for program and OCDEL resources</i>
<b><i>K-5<sup>th</sup> grade</i></b>	<b><i>X</i></b>		<i>Using Data for Literacy Decision Making</i>	<i>PILS Leadership Coursework</i>
<b><i>6<sup>th</sup>-8<sup>th</sup> grade</i></b>		<b><i>X</i></b>	<i>Using Data for Literacy Decision Making</i>	<i>PILS Leadership Coursework</i>
<b><i>9<sup>th</sup>-12<sup>th</sup> grade</i></b>		<b><i>X</i></b>	<i>Using Data for Literacy Decision Making</i>	<i>PILS Leadership Coursework</i>

## Transition

- Due to the building and grade level structure within the district, our students face a large number of vertical transitions.
- Transition activities into Pre-Kindergarten and Kindergarten are well-planned and executed to provide students, families and teachers with the information and support needed for successful transitions.
- Transition activities and support between elementary buildings is stronger than that at the secondary level. Moving up slips are used at the elementary level, but no specific time is dedicated to teacher meetings for transitions from one grade to the next.
- Transitions for students with special needs are consistently and effectively handled across the district.
- There are tools and information already at our disposal that we may not be using to the fullest potential to aide transitions. Data may be collected, but is not always shared with all pertinent stakeholders.
- The district does document graduation rates.
- The district has not provided any specific professional development targeted to transitions, although many teachers continue to learn, reflect and share effective transition practices at the elementary level.
- Expectations for student achievement at each grade level are not always clearly defined.
- Communication with families is facilitated by using elementary newsletters, website and global telephone announcements, parent handbooks, parent conferences, open-houses, school tours and visits provide ongoing transition information and support.
- Open houses are held in each building before the start of the school year and are very well attended district-wide.

Transitions are heavily emphasized at the elementary level, especially in Pre-Kindergarten and Kindergarten, where a series of cohesive transition activities are regularly planned and implemented. Transition activities for parents and students are provided at the secondary level in the forms of open houses and building tour activities. Support for transitions is provided at other levels, but not in a systematic manner.

Clearly defining expectations for student achievement in literacy across all grade levels would help all stakeholders, including students, families and teachers. This would allow all stakeholders to better work together to provide a cohesive literacy program that builds upon itself and consistently increases expectations at appropriate levels for student learning.

Transition	In Place	Not In Place	KtO Content Area Modules that would assist	Other Professional Development / Resources that would assist
<b>Birth – Age 5</b>	X		Successful Transitions Along the Literacy Continuum	
<b>K-5<sup>th</sup> grade</b>	X		Successful Transitions Along the Literacy Continuum	
<b>6<sup>th</sup>-8<sup>th</sup> grade</b>		X	Successful Transitions Along the Literacy Continuum	

<b>9<sup>th</sup>-12<sup>th</sup> grade</b>	<b>X</b>	<b>Successful Transitions Along the Literacy Continuum</b>
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## Partnerships

- *The district collaborates with both OCDEL through the Pre-K Counts program and with the local Head Start program. The district has participated in LEARN activities in the past.*
- *The district maintains an updated list of all local early childhood pre-school programs within the district boundaries, along with information about any accreditations and Keystone STARS participation. This is provided to new district families and to others at request.*
- *We have dual enrollment partnerships with local colleges and universities.*
- *With parents and the community we have many effective and efficient methods of communication. However, we engage in one-way communication more than we engage in two-way communication or true collaboration.*

*More effective partnerships could be built and maintained, especially at the secondary levels, to better serve our community, our families, and our students. Partnerships with the community, employers and post-secondary institutions would help provide a better vision, resources and information to facilitate our goal of preparing our students to be productive and literate citizens.*

*There is a significant gap in the verbal development of students entering kindergarten and partnerships and programs targeting district families. The importance of verbal communication would be beneficial as both a way to improve speaking and listening skills, but also as a way to develop partnerships with families and the community.*

<b>Partnerships</b>	<b>In Place</b>	<b>Not In Place</b>	<b>KtO Content Area Modules that would assist</b>	<b>Other Professional Development / Resources that would assist</b>
<b>Birth – Age 5</b>	<b>X</b>		<b>Family Engagement and Family Literacy</b>	<b>OCDEL resources</b>
<b>K-5<sup>th</sup> grade</b>	<b>X</b>		<b>Family Engagement and Family Literacy</b>	<b>OCDEL resources – State Parent Advisory Council and Parent Information and Resource Center</b>



<b>6<sup>th</sup>-8<sup>th</sup> grade</b>	<b>X</b>	<b>Family Engagement and Family Literacy</b>	<b>State Parent Advisory Council and Parent Information and Resource Center</b>
<b>9<sup>th</sup>-12<sup>th</sup> grade</b>	<b>X</b>	<b>Family Engagement and Family Literacy</b>	<b>State Parent Advisory Council and Parent Information and Resource Center Dual Enrollment resources and collaboration with higher education</b>

### Section V: Setting and Prioritizing Goals

*As the Penn Cambria Literacy Team worked through the planning process during the fall of 2012 and analyzed the guiding principles that shape our beliefs about literacy and assessed the current state of literacy practices within the district, many clear needs emerged. However, the team felt it was equally important to prioritize the needs according to what was realistically attainable in a defined period of time given resources we have available. By focusing on a reasonable number of realistic goals, we feel we have the opportunity to truly impact literacy within the district. In addition, the team found that these needs are not independent, but instead are inter-related and progress in some areas must be made to provide direction and guidance for other areas.*

*Areas of need identified by the team, but not included in the chart below include the following:*

- Common grade level classroom literacy assessments are needed to provide more accurate data regarding student achievement. However, a clear scope and sequence, along with updated curriculum are needed first since we need to know what our literacy goals and objectives are in order to design common assessments to measure student attainment of these goals and objectives.*
- The use of formative assessments to guide literacy instruction is needed in all classrooms. However, in addition to the need for updated curriculum as outlined above, teachers also need to be well-equipped with research-based instructional strategies in order to effectively adjust instruction based on the results of these formative assessments.*
- More effective and sustained professional development was identified as a strong area of need. However, professional development topics should be identified by looking at the goals of the literacy plan itself. In addition, professional development comprises a substantial part of action plans for the selected goals and is not an isolated entity unto itself.*
- Improving transitions across the district continues to be an area of focus. Providing a clear scope and sequence will help transition efforts by communicating expectations across grade levels for students, families and teachers.*

*The following are the goals prioritized and set by the Penn Cambria Literacy Team.*

<b><i>Title of Section</i></b>	<b><i>Goal</i></b>	<b><i>Rationale</i></b>
<b><i>Standards and Curriculum</i></b>	<i>Align literacy instruction with the Pennsylvania Common Core Standards along a grade level continuum from grades K-12 by developing a family and teacher friendly scope and sequence for language arts.</i>	<i>The curriculum, including a well-defined scope and sequence, provide the spine of all district literacy initiatives, projects and programs. Well-articulated expectations are necessary and providing the goal upon which to focus.</i>
<b><i>Standards and Curriculum</i></b>	<i>Improve student writing skills and meet expectations for student writing outlined in the Pennsylvania Common Core Standards by providing clear expectations for student writing performance at each grade level and in content area classrooms.</i>	<i>Writing skills are a critical component of literacy and necessary in order to be a contributing member of society. In addition, writing is also a valuable instructional strategy across all content areas.</i>
<b><i>Instruction</i></b>	<i>Improve student reading achievement and literacy skills in all content areas by implementing evidence based literacy instructional strategies in all content classrooms K-12.</i>	<i>The success of literacy initiatives and student achievement in literacy is most directly affected by what happens at the classroom level. Therefore, it is vitally important that every teacher is proficient in using effective literacy-based strategies within the classroom.</i>
<b><i>Partnerships</i></b>	<i>Improve oral language skills for children birth-age 5 by implementing a community awareness initiative focused on speaking and listening.</i>	<i>Speaking and listening skills are necessary literacy skills that are easily strengthened and reinforced during early childhood in the home. This will also provide an effective vehicle to increase partnerships and collaboration with families and the entire community.</i>
<b><i>Instruction</i></b>	<i>Ensure effective interventions for struggling readers are implemented K-12.</i>	<i>Interventions for struggling learners are necessary at all levels to be sure all students have the opportunity to succeed. However, it is equally important to monitor the effectiveness of the chosen interventions on student achievement and make adjustments as necessary.</i>

ACTION PLANS FOR EACH GOAL ARE ATTACHED AFTER SECTION VII OF THIS DOCUMENT.

## Section VI: Dissemination of Plan

*This district comprehensive literacy plan must be clearly communicated to all stakeholders within the district. However, even more important than the initial dissemination of the plan is the continued and ongoing work of the literacy team in implementing these literacy goals and monitoring the effectiveness of the implementation in terms of student achievement and literacy. This literacy plan is a living document that should be updated on an on-going basis. Continued reflection and analysis of current practices is needed.*

*To communicate the initial literacy plan and the literacy goals set by the team, the following strategies will be used.*

- The plan, in its entirety, will be available on the district website. However, highlights and a focus on the goals of the plan will be featured on one page dedicated to literacy.*
- A presentation focused on highlights of the plan will be presented at a public meeting of the board of education.*
- The plan will be shared with faculty using contracted before and/or after school faculty meetings.*
- The plan will be publicized at open houses and during parent conferences.*
- The plan, and a subsequent focus on literacy, will be kept front and center and used for literacy budget decision making, for professional development planning, for curricular decision making and for resource allocation.*
- Principals and/or classroom teachers will share grade-appropriate "student friendly" highlights of the plan at either grade level student meetings or during building-wide assigned classroom time dedicated to sharing this information.*

ACTIVITY	DEADLINE	STAKEHOLDERS TARGETED	PERSON RESPONSIBLE
<i>Presentation highlighting key components and goals of the plan for review/request for approval by the PCSD Board of Education</i>	<i>March 2013</i>	<i>Board members, community members</i>	<i>KtO Data Liaison/Project Manager and Director of Curriculum</i>
<i>Ongoing use of the literacy plan and goals for decision making at the building and district level</i>	<i>March 2013-May 2014</i>	<i>Building Administrators, Faculty, District Administrators</i>	<i>District Administrators, Building Administrators</i>
<i>Review key components of the plan with all faculty members during district-wide in-service. Plan will be posted to curriculum wiki for access by all faculty.</i>	<i>September 2013</i>	<i>Faculty members</i>	<i>Building Administrators – Director of Curriculum</i>
<i>Sharing plan at open-houses and parent conferences</i>	<i>September 2013-May 2014</i>	<i>Parents, students</i>	<i>Building Administrators – KtO Data Liaison/Project Manager</i>
<i>Plan posted on website with literacy page showing highlights</i>	<i>September 2013</i>	<i>Parents, teachers, community members</i>	<i>Director of Curriculum/Technology Coach</i>
<i>"Student Friendly" highlights of literacy plan</i>	<i>September 2013</i>	<i>Students</i>	<i>Building Administrators – Classroom Teachers</i>

## Section VII: Assessing and Reporting Progress

A complete overview of the assessment process is included in the chart below. In addition, specific information about monitoring and assessing progress is also included within each action plan. The Penn Cambria Literacy Team will serve as the review body to look at literacy progress towards meeting goals across the entire district, while smaller teams, grade levels and building levels will look at data specific to the audience. A systematic review will be held annually at the end of the school year to review literacy data and make adjustments to action plans and goals as appropriate.

<b>What Needs To Be Assessed</b>	<b>Assessment(s)</b>	<b>When</b>	<b>Who</b>	<b>Plan for Data Analysis</b>
Student Reading Achievement / Progress	PSSA Reading or PSSA ELA	Spring	Grades 3-8	Summer data team meetings and 30 minute data team meetings in fall to determine effectiveness of current programs/strategies and to plan changes based on student results
Student Reading Achievement / Progress	Keystone Literature Assessment	January and/or May	High School (generally grade 10)	Summer data team meetings and 30 minute data team meetings after results are provided to determine effectiveness of current programs/strategies and to plan changes based on student results
Student Reading Achievement / Progress	GRADE	September, January, May	Grades 5, 6 9 and 10	Data analysis meetings held during KtO weekly meeting time to plan for changes in interventions and/or classroom instruction
Student Reading Achievement / Progress	4Sight	September & January	Grades 3-8	30 minute data team meetings after each testing window to analyze results by grade level and to plan changes to classroom strategies based on student results
Student Writing Achievement	Constructed Response scores on PSSA Reading / PSSA ELA / PSSA Science/ all Keystone exams	Spring	Grades 3-8 and HS keystones	30 minute data team meetings after each testing window to analyze results by grade level and to plan changes to classroom strategies based on student results
Student Writing Achievement	Common Classroom Assessments	Ongoing throughout school year	Grades K-12	Grade level or teacher team meetings to group score and/or group analyze student writing samples
Implementation of Common Core Curriculum	Classroom observations / review of classroom assessments / lesson plan review	Ongoing throughout school year	Grades K-12	Analysis of data during administrative meetings with follow up meetings for individual departments/grade levels as needed to support/ensure implementation
Oral Language Skills for Children entering kindergarten	Kindergarten classroom assessments	Ongoing throughout school year	Kindergarten	Grade level teacher team meeting to analyze classroom assessment results for student oral language skills.
Family use of oral language strategies birth-age 5	Family surveys	Baseline survey September 2013 / Post survey May-June 2014	District Families (Head Start, Local Preschools, Kindergarten students, pediatrician offices, etc)	Literacy Team analyzes results of the survey to determine effectiveness of outreach effort.
Teacher Use of Research Based Literacy Strategies in Content Area Classrooms	Lesson plan review data/classroom observation data / teacher survey responses	Throughout school year	All teachers K-12	Admin team (individual and building data) & PC Literacy Team (compilation of data only) meet to review overall data regarding use of literacy strategies in classrooms and use data to adjust action planning for professional development and implementation strategies.
Effective Instructional Strategies including use of technology	HEAT walkthrough observations	September & May	Keystones to Opportunity Teachers (teachers of target group students grades 5,6, 9 and 10)	Admin team, Literacy team and professional development committee review of aggregate data to determine effectiveness of professional development and plan for future professional development.
Intervention Effectiveness	Common classroom assessments directly related to intervention objectives	Ongoing throughout intervention cycles	Students participating in interventions	Grade level or teacher team meetings to analyze student achievement and effectiveness of interventions so that adjustments can be made as necessary.

## Penn Cambria School District Literacy Plan

Goal Statement # 1 – Improve student reading achievement and literacy skills in all content areas by implementing evidence based literacy instructional strategies in all content classrooms K-12.

Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Pre-Survey of Faculty perceptions/use/ knowledge of literacy based instructional strategies	May 2013	Jeanette Black	A short survey of all faculty members will be conducted that includes a Likert Scale type response to questions involving opinions, knowledge and use of literacy based strategies in the classroom. This will serve to provide input and guidance as to which strategies should be chosen for areas of focus. This will also provide needed information regarding potential challenges to implementation that need to be addressed.	Survey Tool	98% of faculty completing survey	June 2013
Identify specific literacy strategies to be implemented in classrooms across the district over the next three years.	March-September 2013	Director of C&I, Building Administrators, PC Literacy Team, KtO Target Teachers	PC Literacy Team will map out specific research based literacy strategies to be implemented during the 2013-2014 and 2014-2015 school years in all classrooms K-12. The strategy map may vary by building to reflect varying needs of different age groups of learners. A focus will be on strategies necessary to meet rigor of PA Common Core. <b>Examples Might Include:</b> Before, During and After reading strategies – Informal Writing (Collins Types 1-2) – Effective vocabulary strategies – Text Dependent Questioning – Close Reading- Speaking and Listening strategies SQ3R or PLAN strategies- Guided Reading- text dependent responses to literature	PA Common Core - WWC Practice Guides - IRA journals and resources – Penn Literacy Network materials – PDE SAS resources – IU8 Curriculum Department- KtO resources and materials	A map of instructional strategies to be implemented district-wide over the next three years will be developed.	September 2013

Goal Statement #1: Content Area Literacy Strategies April 2013

## Penn Cambria School District Literacy Plan

Create a plan for 2013-2014 implementation of strategies in each building that will include focus on two - six literacy based instructional strategies building wide per school year.	March – October 2013	PC Literacy Team, Building Administrators	PC Literacy Team, together with building administrators, will map out a specific implementation plan for each building which will include a list of strategies, a time line for implementation and information about professional development plans and implementation follow-up.	List of identified strategies (see above)	Completed plan for implementation in the 2013-2014 school year of strategies identified.	July 2013
Conduct ongoing professional development for literacy strategies to be implemented in 2013-2014	August 2013- April 2014	Director of C&I, building principals, teacher leaders, instructional coaches	Professional development will be focused on providing quick overview of theoretical framework, modeling instructional strategies, classroom try-outs, sharing of student work samples, and follow up reflection and refinement activities. Preference and priority will be given to the use of instructional coaching, learning communities, study groups, team meetings and other job-embedded forms of professional development for these strategies whenever possible. KtO weekly meetings have provided the district with a sample format for structuring these meetings.	Facilitators (or co-facilitators) to conduct PD sessions (examples might include: teacher leaders, department or grade level leaders, instructional coaches, district administrators, IU8, KtO resources, outside experts).  Training for facilitators will also need to be provided (in-district, PLN course, LETRS, Guided Reading experts, etc)	Professional development mapping/scheduling	Ongoing with Final Review May 2014

## Penn Cambria School District Literacy Plan

Ensure ongoing implementation and reflection	Beginning October 2013 – ongoing for future years	Building principals	Require regular use in classrooms – “look-for’s” during observations  Strategy use included in lesson plans (highlighted in some manner)  Sharing of strategies/student work during meetings (weekly/monthly/etc)	Classroom observation tools modified to include section noting use of strategies  Meeting/sharing time	A minimum of 60% of classroom observations conducted will show use of targeted literacy-based instructional strategies.  95% of all teacher lesson plans will specifically note literacy strategies.  Increase in student reading achievement as measured by GRADE, 4SIGHT, PSSA or Keystone assessment.	Ongoing with final review and tally of data in Spring 2014.
Post-Survey Faculty perceptions/use/ knowledge of literacy based instructional strategies	May 2014	Jeanette Black	A short survey of all faculty members will be conducted that includes a Likert Scale type response to questions involving opinions, knowledge and use of literacy based strategies in the classroom. This survey will be modeled on the pre-survey conducted at the beginning of the year to measure impact of year long focus on specific instructional strategies.	Survey tool	Goal is 60% increase in self-reported teacher knowledge/comfort with specific literacy strategies.  40% increase in self-reported use of literacy based instructional strategies in classrooms.	May 2014 (year 1 strategies)

## Penn Cambria School District Literacy Plan

Create a plan for focused strategies, providing professional development and ensuring implementation for the 2014-2015 school year and the 2015-2016 school year.	February 2014-May 2014 (for year 2 strategies)  February 2015-May 2015 (for year 3 strategies)	PC Literacy Team, Building Principals, Director of C&I	<p>The plan for 2014-2015 (with steps outlined above) will be created in the spring of 2014 based on the successes and challenges faced in implementing the plan for 2013-2014.</p> <p>The plan for 2015-2016 (with steps outlined above) will be created in the spring of 2015 based on the successes and challenges faced in implementing the plan during the previous two years.</p>	Teacher feedback/survey data, observation data, lesson plan review data, and student assessment results	Completed plan for implementation for each year	<p>May 2014 for Year 2</p> <p>May 2015 for Year 3</p>
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## Penn Cambria School District Literacy Plan

Goal Statement # 2– Improve oral language skills for children birth- age 5 by implementing a community awareness initiative focused on speaking and listening.

### Action Plan

Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Identify specific objectives	March – May 2013	PC Literacy Team ECE subgroup	Literacy Team members will work together to identify specific objectives to meet the goal of this initiative.	PA Comprehensive Literacy Plan- OCDEL resources - ECE research	List of 3-5 clear, measurable objectives for initiative developed.	May 2013
Create a slogan for the initiative	April – May 2013	PC Literacy Team ECE subgroup	Literacy Team members will work together and solicit input from other members of the ECE community within the Penn Cambria School District to develop a slogan for the initiative based on identified objectives.	None	Development of slogan for initiative.	May 2013
Develop a realistic plan for community outreach for 2013-2014.	April-May 2013	PC Literacy Team ECE subgroup	Develop a list of ECE community representatives/organizations with whom to share information. Develop a monthly plan for community outreach activities and identify resources needed and persons responsible for each.	ECE community contact information Action planning template	Realistic action plan for community outreach developed by May 2013 and approved by entire PC Literacy Team.	May 2013

## Penn Cambria School District Literacy Plan

Create a family friendly list of reasons/rationale regarding the importance of speaking and listening to young children to share with stakeholders as part of the initiative.	March-October 2013	PC Literacy Team ECE subgroup	The team will create a clear, family friendly description of why speaking and listening activities and experiences are so important for children birth-age 5.	PA Comprehensive Literacy Plan – OCDEL resources including PA's Promise for Children – ECE research	Creation of family friendly list of reasons why speaking and listening are so important for young children. This list will be reviewed and approved by entire PC Literacy Team.	October 2013
Page on District Website	Beginning in September 2013-Ongoing	Jeanette Black	Create a page for the initiative on the district website where all initiative information will be readily available. The page will be updated with program initiative information on an ongoing basis. A way for families and community to provide feedback or suggestions with regards to the initiative will be incorporated into this page.	Resources created or designed from other objectives within the initiative.	Webpage creation and maintenance. Maintenance reviews conducted by PC ECE Literacy Team subgroup.	Initial creation by September 2013. Maintenance reviews on January 2014 and May 2014.

## Penn Cambria School District Literacy Plan

Implement community outreach	September 2013– May 2014	PC Literacy Team ECE subgroup	Implement action plan for implementation and sharing of resources for the initiative.	Miscellaneous office supplies	Checklist of completion of items from action plan for implementation. Narrative records of any community or family feedback.	January 2014 review and then final review in May 2014
Create a list of 30-35 tips/ideas for posting on website weekly, putting in elementary newsletters (PreK-2) and sharing with community	September 2013-April 2014	PC Literacy Team ECE subgroup	Once developed, these tips/ideas will be released weekly or in another systematic way to provide ongoing focus on the initiative and to provide ongoing ideas and support for how families can engage young children in speaking and listening experiences.	OCDEL resources to provide suggestions	List of tips/ideas generated and shared as part of outreach plan.	January 2014 mid-year review and final review in May 2014
Evaluation of community impact	May 2014	Jeanette Black	A survey will be developed to evaluate family/community response and shared with families within the district and from ECE community partners.	Family survey– webpage feedback method	50 family/community responses - At least 80% of respondents reporting that the initiative has made them engage in more speaking and listening with the child	May 2014



## Penn Cambria School District Literacy Plan

Goal Statement # 3 – Align literacy instruction with the PA Common Core along a grade level continuum from grades K-12 by developing a family and teacher friendly scope and sequence for language arts.

Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Introduction to the Common Core	January 2013-June 2013	Director of C&I	Provide overview of Common Core standards for all faculty members. This overview will be conducted across the district through a combination of large and small group meetings.	<p>IRA's Literacy Implementation Guidance for the ELA Common Core State Standards</p> <p>Links to PA Common Core for ELA, Science &amp; Technology, History and Social Studies</p> <p>CC Text complexity exemplars / writing samples</p> <p>Eye on Education article "5 Things Every Teacher Should be Doing to Meet the Common Core State Standards"</p> <p>PDE SAS modules for PA Common Core (Unpacking the Standards)</p>	All teachers are able to describe common themes and impact of the PA Common Core on ELA and subject area classrooms	June 2013

## Penn Cambria School District Literacy Plan

Common Core and current curriculum analysis	January 2013-January 2014	Director of C&I, Department chairs, grade level leaders, building principals, Literacy Team members	The current curriculum at each grade level will be analyzed to determine the shifts that need to occur to align to the PA Common Core standards.	Links to PA Common Core for ELA, Science & Technology, History and Social Studies  Copies of curriculum materials (including lessons, assessments, and classroom materials)	A curriculum analysis for each grade level will be compiled and reviewed by the Literacy Team.	February 2014
Strategy and idea sharing for meeting Common Core online	March 2013-Ongoing	Director of C&I	The district will provide an online resource site for our teachers dedicated to sharing strategies and examples for how to meet the PA Common Core standards within the ELA and subject area classrooms across the district.	Moodle, Wikispaces or other online sharing site for teachers.	Online resource developed and maintained – review by Literacy Team	Annual review in May
Scope and sequence for each grade level written, revised as needed to align to PA Common Core	May 2013-June 2014	Director of C&I, department chairs/teacher leaders, ELA teachers (from all grade levels)	The scope and sequence of ELA instruction (including expectations) for each grade level will be revised and clearly articulated.	Copies of current curriculum materials (including lessons, assessments, and classroom materials)  PA Common Core for ELA  Assessment Anchors for state assessments  Sample scope and sequence documents	Scope and sequence documents accurately reflecting what is occurring in classrooms and aligning to the PA Common Core will be reviewed by the PC Literacy Team before being reviewed by board of education	June 2014

## Penn Cambria School District Literacy Plan

Scope and sequence sharing and follow-up accountability	January 2014-November 2015	Department chairs/ teacher leaders Building principals	Departments will share scope and sequence information with <u>all</u> teachers within the building at building level meetings and then across buildings at ELA department meetings. Building principals will use these documents as a resource during classroom observations, lesson plan reviews, and evaluations to ensure scope and sequence are being followed.	Completed Scope and sequence documents	Goal is that all teachers and administrators, regardless of content, have a working knowledge of the scope and sequence of ELA within the district.  Literacy Team review of teacher feedback	November 2015
Scope and sequence shared with community	March 2014-November 2015	Director of C&I	As scope and sequence documents are completed and approved, the documents will be made readily available on the school website as a resource for parents and the community.	Completed and approved ELA scope and sequence documents	The comprehensive K-12 scope and sequence for ELA instruction will be provided for all stakeholders on the district website or in another easily accessible format/location.	November 2015





## Penn Cambria School District Literacy Plan

Goal Statement # 4 – Improve student writing skills and meet expectations for student writing outlined in the Pennsylvania Common Core Standards by providing clear and cohesive expectations for student writing performance at each grade level and in content area classrooms.

LEARNING TO WRITE FOCUS						
Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Develop a clearly articulated scope and sequence of ELA writing curriculum K-12 which includes end of grade expectations	2013-2014	ELA teachers, Director of C&I	ELA teachers at all grade levels and across all buildings work to create a PA Common Core aligned scope and sequence for ELA writing. This scope and sequence will include clear end of grade level expectations for student achievement. Teachers participating in KtO will work on the forefront in developing this scope and sequence document to help provide a model/template for other grade levels.	PA Common Core Standards and Appendix C writing samples  Current curriculum materials (including assessments)	PC Literacy Team will review scope and sequence for alignment to the PA Common Core.	June 2014
Determine programs/resources (if applicable) that might be necessary to implement and this writing scope and sequence	January 2014-May 2014	PC Literacy Team, Elementary Principal, Director of C & I	Based on the scope and sequence, determine whether programs or resources are needed to implement this PA Common Core aligned set of expectations. Identify research-based programs and/or resources that would fill gaps or meet objectives.	Review of research to determine effective programs for a given need  PDE's SAS for resources/materials  Funding for programs/resources deemed necessary	Structured list of writing needs /weaknesses based on scope and sequence – programs or resources to be considered to address needs- research that determines which program/resources would best meet the need and plan for implementation.	June 2014

Goal #4: Improve Student Writing April 2013

## Penn Cambria School District Literacy Plan

Provide necessary professional development for ELA teachers as needed to meet expectations of PA Common Core aligned scope and sequence	Spring 2014-Spring 2015	Director of C&I, PC Literacy team members, instructional coaches	Identify professional development needs based on updated scope and sequence. Create a plan for providing quality professional development providing research based instructional strategies and assessment techniques specifically for teaching students writing (with an emphasis on job embedded professional development opportunities).	Facilitators for professional development (teacher leaders, Lit Team members, in-house experts in teaching writing, IU 8 Curriculum department, outside presenters)  WWC Practice Guides and resources  KtO resources	Professional development schedule and teacher feedback from professional development sessions indicating whether session met goals	Ongoing through May 2015

Goal #4: Improve Student Writing April 2013

## Penn Cambria School District Literacy Plan

WRITING TO LEARN INITIATIVE						
Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Set common expectations for <u>writing to learn</u> activities for all classrooms grades K-12.	March 2013- November 2013	Director of C&I, PC Literacy Team, Building Administrators	Specifically this refers to writing used as an instructional strategy and/or assessment for content area knowledge and not activities or strategies designed to Ex: <b>ALL HS classes</b> – at least 1 writing to learn opportunity every day in every class period <b>Each MS class</b> – at least 1 writing to learn opportunity in at least 3 out of 5 class periods <b>Kindergarten</b> - at least 1 writing to learn opportunity every day <b>Grades 1-2</b> – at least 2 writing to learn opportunities every day (with an emphasis placed on writing to learn in content areas such as math, science, social studies, etc) <b>Grades 3-4</b> – at least 3 writing to learn opportunities every day (with an emphasis placed on writing to learn in content areas such as math, science, social studies, etc) <b>Elementary Specials</b> – at least 5 writing to learn opportunities in each specials cycle.	None	Common expectations clearly articulated in writing reviewed and approved by PC Literacy Team and Educational Leadership Team	September 2013
Teacher Writing Pre-Survey	May 2013	Director of C&I	Pre-Survey of all teachers to determine current use and comfort of writing to learn strategies within the classroom.	Survey Tool (may be combined with survey tool for goal #1)	At least 95% survey completion, data analysis by PC Literacy Team	June 2013

Goal #4: Improve Student Writing April 2013

## Penn Cambria School District Literacy Plan

Writing to Learn Strategies – Professional Development	Introduce in small group meetings/team meetings by June 2013  Ongoing throughout 2013-2014-grade level meetings, team meetings, faculty meetings	PC Literacy Team – J Black-Building Principals	Why write to learn? (quick overview) Informal and Formal Writing to learn examples with an emphasis on types 1 and 2 writing – modeling samples, instructional coaching, KtO meetings, other teacher team meetings, providing shared resource site, etc.	Writing to learn samples, specific strategy ideas, discipline specific examples, teacher time to create own samples, independent readings Teacher leaders to act as facilitators at meetings	All teachers are able to identify effective writing to learn strategies and can provide at least 5 samples of writing to learn strategies to use in their classrooms.	Ongoing
Develop and implement method to support and ensure implementation of writing to learn activities in all classrooms in each building	Ongoing	Building principals- PC Literacy Team	Building principals will support and ensure implementation of writing to learn strategies. Strategy use should be included in lesson plans (highlighted in some manner) Sharing of strategies/student work samples during meetings “Look-fors” during classroom observations and in portfolio reviews	Instructional coaching or team meetings for group support, advice and review of student work	Review of lesson plans shows writing to learn activities occurring as prescribed in 95% of classrooms (documented in observations). Each teacher is able to submit at least five samples of student writing work.	January 2014 (end of first semester) and May 2014
Teacher Post-Survey	May 2014	Director of C&I	Post-Survey of all teachers to determine current use and comfort of writing to learn strategies within the classroom	Survey Tool (may be combined with post-survey tool for goal #1)	At least 80% of teachers self-reporting increased knowledge and comfort level with use of writing as instructional strategy	May 2014

Goal #4: Improve Student Writing April 2013

## Penn Cambria School District Literacy Plan

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Goal #4: Improve Student Writing April 2013



## Penn Cambria School District Literacy Plan

Goal Statement # 5– Ensure effective interventions for struggling readers are in place and implemented K-12.

Action Step	Time Line	Lead Person(s)	Specifics of Information	Resources Needed	Measure of Success	Review Date
Monitor effectiveness of reading interventions in the elementary schools	Ongoing	Building principal, Title 1 teachers (as appropriate)	Monitor effectiveness by using student achievement data for students receiving Tier 2 and Tier 3 interventions at the elementary level. This includes Title 1 services, small group tutoring services and PSSA and guided reading interventions.	Student assessment/ achievement data  PSSA, AIMSWeb, Classroom common assessments	Students receiving interventions show increase in performance related to interventions received.	May 2014 and May 2015
Continue to monitor and adjust intervention program for KtO target grades 5 and 6	Ongoing	KtO data liaison, KtO instructional coach, Director of C&I, Building principal	Refine and adjust intervention program for KtO target group students in grades 5 and 6 at the middle school.	GRADE, PSSA, 4Sight and intervention assessments  Feedback from teachers (formal and informal)	Students receiving interventions will show increase in reading performance on standardized assessments	January 2014 and May 2014
Monitor effectiveness of reading interventions currently in place in grades 7 and 8	Ongoing	Building principal, Director of C&I, teacher leaders	Monitor effectiveness by using student achievement data for students receiving interventions in grades 7 and 8. Begin adjusting interventions and groupings based on student assessment data.	PSSA, 4Sight and intervention assessments  Feedback from teachers (formal and informal)	Students receiving interventions will show increase in reading performance on standardized assessments	January 2014 and May 2014
Develop and implement an intervention reading course or program for struggling ninth grade students at the	2013-2014 into 2014-2015	Building principal, Director of C&I, grade 8 and grade 9 language arts teachers	Develop and implement a reading intervention course or program for struggling ninth grade students with a focus on nonfiction reading skills. The course/program structure will be based on recommendations provided by the WWC guide for Improving	Curriculum and materials for intervention – schedule system that allows for course to be offered – clear	A viable course will be developed and struggling students will be scheduled to take this course	May 2014 – May 2015

## Penn Cambria School District Literacy Plan

high school			Adolescent Literacy. A plan for identification of struggling students and for scheduling of the course/program will need to be developed during the 13-14 school year.	guidelines for student identification – professional development for teachers		
Provide professional development for ninth grade teachers who will teach intervention course	2013-2014 school year (timing pending course schedule)	Director of C&I and ELA high school teachers	Develop and implement professional development for English Language Arts teachers responsible for teaching reading intervention course. As a secondary benefit, this professional development will also provide secondary ELA teachers with additional research based reading strategies that may be used in any classroom.	Funding for professional development time and trainer	As indicated on self-reported teacher survey, teachers will demonstrate comfort with knowledge and skill needed to implement intervention program/course.	May 2014
Monitor effectiveness of ninth grade reading intervention course/program	2013-2015 (timing pending schedule of course)	Director of C&I, Building Principals	Monitor effectiveness of reading course/program by using student achievement data for students participating in the course.	PSSA, GRADE, CDT and other standardized assessment data  Common classroom /program assessments	Students enrolled in course will show increase in student reading achievement on standardized assessments, on classroom assessments and in overall school performance (grades across subjects)	May 2014 and May 2015